

A SURVEY OF METHODOLOGY COURSES IN  
MA TEFL PROGRAMS IN TURKISH UNIVERSITIES

A THESIS PRESENTED BY  
ARMAÇAN EŞMELİOĞLU  
TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BİLKENT UNIVERSITY  
AUGUST 1997

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*Armağan Eşmelioglu.*  
*Completed by Eşmelioglu*

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B.038299

## ABSTRACT

**Title:** A Survey of Methodology Courses  
in MA TEFL Programs in Turkish Universities

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## ABSTRACT

A previous study conducted on the methodology courses in undergraduate ELT (English Language Teaching) departments reveals that, Turkish ELT programs show variety in terms of their content, design and delivery at graduate levels (Dalkılıç, 1996). When the literature was reviewed, it was determined that there was no study regarding graduate methodology courses in MA TEFL programs in Turkey. Within this study, methodology courses offered at MA TEFL programs in 11 universities in Turkey were taken into consideration and analyzed in terms of their design, delivery and content. The place of a methodology course within the whole MA TEFL program, the content of the course, the goals of the course and course requirements motivated the research questions that formed the basis of the research study. Data were collected through questionnaires, and in - person interviews. The subjects chosen for the study were the directors, methodology instructors and 5 students from each of the 11 MA TEFL programs in Turkey. The questionnaires were administered either by the researcher or by colleagues working in the universities that the researcher had chosen as research sites. The data collected were analyzed with

the application of different statistical calculations chosen according to the type of the questions used in questionnaires.

The findings obtained supported the assumption that different universities and different academic programs have different designs for the methodology courses; but they do not differ broadly in content, design and delivery. The most important finding is that language teaching methodology is dealt with centrally or integratively in several courses which are not named as 'methodology'. Consequently, it has been rather difficult to determine the specific goals of the methodology course within MA TEFL programs. As a solution, all of the courses that focus on language teaching methodology, regardless of title, were taken into consideration. With one exception, all directors and methodology instructors have doctoral degrees. Methodology courses are offered for two semesters in all of the universities. An interesting finding about the topics covered in those courses is that, all of the programs give great emphasis to describing and comparing particular language teaching methods and almost all use somewhat the same text-book related to the teaching of different methods.

Considering all of the findings which are explained in detail throughout the thesis, it is possible to make several implications. First, the objectives of the methodology related courses in MA level might be reconsidered by every university and their differences from the undergraduate level methodology course might be discussed. Second, more concern might be given to forming somewhat homogeneous student/ teacher groups in order to serve the needs of the master candidates with a better design and content of the methodology course.

**BİLKENT UNIVERSITY**  
**INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES**  
**MA THESIS EXAMINATION RESULT FORM**

August 1, 1997

The examining committee appointed by the  
Institute of Economics and Social Sciences for the  
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has read the thesis of the student.  
The committee has decided that the thesis  
of the student is satisfactory.

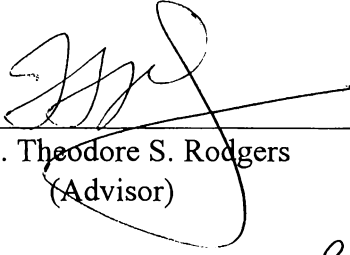
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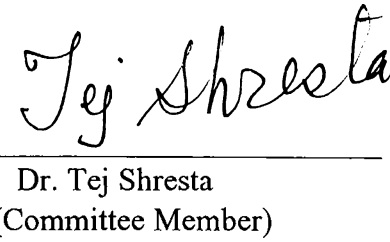
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.



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## ACKNOWLEDGEMENTS

I would like to express my gratitude to my thesis advisor, Dr. Theodore S. Rodgers, for his invaluable suggestions, patience and enthusiastic encouragement. I am deeply grateful to Ms. Teresa Wise who has contributed in diverse ways to the writing of this thesis with patience and extraordinary guidance and also Dr. Bena Gül Peker and Dr. Tej Shresta who provided me support and encouragement throughout this research project. I am indebted to all my colleagues in the class of MA TEFL 1997 and other colleagues from different universities. Their presence provided a powerful source of motivation and their comments led to many improvements.

I owe much to each of the MA TEFL directors, methodology instructors and my colleagues in those programs for participating in my study and willing to help me with the administration of the questionnaires. Last of all I would like to thank my parents for their encouragement and Fuat Orhan for his invaluable help. To all of the people I mentioned here, and to the many I have not mentioned by name, I offer my thanks.



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## CHAPTER 1: INTRODUCTION

Foreign language teaching has long been a key part of Turkish education and has been given an important place from the very early stages of the education system. Turkey's pivotal position in East/West interactions and the relatively narrow global distribution of Turkish language speakers around the world are the most important factors that make English language education prominent in Turkey. Now, Turkish universities have an increasing number of prestigious English language teaching departments that serve the needs of either foreign language teachers or foreign language specialists (Bear, 1992).

### Background of the Study

The growing emphasis on English language teaching in Turkish higher education has fostered the establishment of many English language teaching (ELT) departments in Turkish universities. In 1944, the first ELT education faculty: the Gazi Educational Institute (Demircan, 1988) was established. Gazi Institute in Ankara, Buca Institute in İzmir and Uludağ Institute in Bursa have offered three year ELT programs since 1978 and a four year program since 1982. After the passage of the Higher education law in 1981, all the ELT departments in educational institutions were converted into departments of foreign language education in new education faculties of universities. At present, there are 16 departments of ELT in the faculties of education in Turkish universities, however only 9 of these departments offer MA TEFL programs (Demirel, 1990).



The reorganisation of Turkish higher education in 1981 aimed at improving undergraduate and graduate studies in order to improve the quality of education and gave more attention to advanced studies in order to meet the growing need for qualified English language teachers. At the graduate level, presently, 9 of the 16 ELT departments have MA TEFL (Master of Arts in Teaching English as a Foreign Language) programs. Two other MA TEFL programs are offered at universities where there are no departments of English language teaching (YÖK, 1996).

Central to the goal of successful English language teacher education, for which these departments strive, is the methodology component in the course of study. The graduate MA TEFL programs typically offer a set of courses comprising linguistics, testing, sociolinguistics, methodology, materials development, research seminar and practicum. However, chief among these courses to the future teacher of English is the course or courses focused on “methodology”. That this is, indeed, central to these teacher training programs is suggested by Brown when he notes that methodology is “ the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in ‘how to teach’ are methodological” (Brown, 1994, p. 159). The focus in this study is how these central courses labelled “Methodology” are constituted and presented in MA TEFL programs in terms of content and design.

The primary goal of graduate English language teacher education programs is the preparation of effective language teachers. These programs typically include a knowledge base, drawn from linguistics and language learning theory and a practical component based on language teaching methodology and opportunity for practice teaching (Nunan & Richards, 1990). Methodology is also connected to many related fields of language teaching such as linguistics and sociolinguistics. Methodology courses aim at developing the knowledge, skills, attitudes and awareness of language teachers. Freeman (1991) defines teaching as a decision-making process that is firmly rooted in four areas (skills, knowledge, attitudes and awareness of teachers), and he articulates the need to define the content of language teacher education as the processes of effective language teaching. The mission of methodology courses and Freeman's opinions concerning effective teaching are similar to each other. So methodology instruction strives to improve the skills, knowledge, attitudes and awareness of language teachers and thus enhance teaching.

Although there are many interpretations of the term "methodology", traditionally, the language methodology course examines the historical and theoretical foundations of language teaching, classroom techniques derived from these foundations and resources for professional development (Grosse, 1991). To gain an idea about the courses that might be offered in graduate teacher education and the place of methodology within these courses, methodology courses of the MA TEFL programs at the following universities of Turkey will be described and

analysed: Anadolu, Bilkent, Boğaziçi, Çukurova, Dokuz-Eylül, EMU (Eastern Mediterranean University), Gaziantep, Gazi, Hacettepe, İstanbul, and METU (Middle East Technical University). It should be noted that this study includes EMU which is found in Northern Cyprus and is not officially a Turkish university. Having an idea about the description of each MA program in the above mentioned universities, with a particular focus on the methodology component of their programs, will indicate how methodology is constituted and presented in MA TEFL programs in Turkey.

#### Statement of the Problem

Zeichner (1988) emphasises the important place of the methodology course in teacher education arguing that what happens inside the methods course defines the contribution of teacher training to teacher learning. In spite of the importance that is given to the methodology course in teacher education, it has been the subject of very few research studies (When literature was reviewed it was found that Grosse (1991) has a study on TESL (Teaching English as a Second Language) methodology courses and Dalkılıç (1996) has a study on undergraduate methodology courses). There is a critical need for research on the content and design of the methodology courses for the evaluation of teacher education programs and for making connections with the larger field of education.

The term ‘methodology’ lends itself to a growing number of interpretations. For some methodology experts, it is a focus on techniques for teaching the four basic skills, for others, it is studying particular methods and how to execute them (Richards & Rodgers, 1986), for still others, methodology means a focus on general principles of good language teaching as these derive from research or observation (Brown, 1994). This thesis undertakes to explore issues concerned with the content, design and delivery of the methodology course in MA TEFL graduate programs in Turkey.

### Purpose of the Study

The National Center for Research on Teacher Education (NCTRE) (Grosse, 1991) identifies two kinds of qualities that need to be addressed in any examination of courses in the teacher education curriculum. One is the academic quality, the other is the professional quality. The academic quality of a course encompasses the intellectual side of the content and learning tasks, the degree of challenge and opportunity that the course provides for the intellectual growth of the students in the course. Professional quality entails how the content of a course relates to teaching and the extent to which students feel that the course has helped them to become better teachers. Dalkılıç (1996) conducted a study examining the methodology courses at undergraduate ELT departments in Turkey; the present study again focuses on methodology courses but at an MA level. The purpose of this study is to examine the content, design and the

delivery of the 11 MA TEFL methodology courses in order to understand how these courses contribute to graduate students' academic studies and professional lives.

### Significance of the Study

It is hoped that by describing and analyzing the current content, delivery and design of MA TEFL program methodology courses, participating institutions and those now considering the development of MA TEFL programs, can see more clearly the available options for the design of these courses. Institutions may be encouraged to establish partnerships with institutions having similar course structures. It is hoped that networks of communication may be established between these programs for the betterment of language education in Turkey generally. This study may provide an awareness of alternatives that will encourage institutions to review the course content of their programs and perhaps update or upgrade these programs.

### Research Questions

This study is a descriptive study of the methodology courses at MA TEFL programs of 11 universities in Turkey. The content, delivery and design of the methodology courses that are offered in each of the 11 MA TEFL programs in Turkish universities will be investigated. The specific research questions are as follows:



- 1) What are the goals, content, course requirements and instructional materials of the methodology courses offered in MA TEFL graduate programs in Turkey?
- 2) In what ways are the content, design and delivery of the methodology courses offered at each MA TEFL program similar or different?

## CHAPTER 2: LITERATURE REVIEW

### Introduction

Increasing professional interest has been expressed about the role, content and form of methodology courses in teacher education in the field of language teaching. The present study examines methodology courses in 11 MA TEFL (Master of Arts in Teaching English as a Foreign Language) programs in various universities of Turkey. The design, content and delivery of methodology courses in MA TEFL programs form the major concern of the study. This study is an attempt to examine the goals, requirements and instructional materials of the methodology courses in MA TEFL programs in Turkey. This chapter discusses the following: first, an overview of English language teaching, second, MA TEFL programs for language teachers and the place of methodology within these programs. Then a general concept of teacher education programs will be summarized and methodology course design will be explained with reference to guidelines proposed by English language teaching experts. Finally, the KILA model of educational design will be introduced to form a basis for the description of various MA TEFL methodology courses in terms of their content, design and delivery.

### An Overview of English Language Teaching

Kelly (1976) emphasizes that until the late nineteenth century, language teaching was hardly a professional business and teacher training was

almost unheard of. Until the end of the Renaissance, it was believed that any educated person was capable of teaching. With the invention of different methods professional standards in language teaching began to change. As different methods emerged more and more was required from the language teacher. For example, the Direct Method required the teacher to be a native speaker or have nativelike proficiency in the target language; Audiolingualism gave emphasis to oral - aural skills and required particular knowledge of this aspect of language; Communicative language teaching required the language teacher to understand and give importance to the integration of skills (listening, speaking, reading, writing, grammar and vocabulary) (Celce - Murcia, 1991). All of these methods and many other methods or approaches proved to be beyond the capacities of unskilled teachers. This development brought up a new awareness among educational administrators and the public, that teaching was a professional activity demanding professional training.

Kelly (1976) notes that in many countries, teacher training was undertaken by universities, in some others, training colleges took the responsibility and, in others, teachers were still trained on the job. Special training for language teachers did not become common until the 1940's (Kelly, 1976). The training through which most teachers passed consisted of a university degree concentrating on the literature and history of language, followed by a short course in education. Two perceptions which emerged in the late 19th century, became firm convictions in the early 20th. The first was that quality instruction

in the schools could not be achieved until teachers became specialists in the disciplines they taught, the second was that change and variations in the political, economic and technological fields affecting the relationship between English speaking countries and the rest of the world made English language teaching important. The expansion of English as a world language required the need for specialization and diversification of the language teaching profession.

This in turn led to an increased demand for higher level training. Courses at diploma or master's level became available at many universities. The (RSA) Royal Society of Arts Certificate was offered in the Teaching of English as a Foreign Language to Adults and (ATEFL) The Association of Teachers of English as a Foreign Language was founded in 1967 and internationalized (as IATEFL) in 1971 (Howatt, 1984).

In Turkey, until 1938, language teachers were native speakers or graduates of foreign language medium schools offering education in one of the European languages (Demircan, 1988). In 1938, with the increasing need for foreign language instruction, and especially English language teachers, the government opened colleges to train foreign language teachers. Training ELT teachers in Turkey was first started in 1944 at Gazi Educational Institute (Demircan, 1988). Following that, Buca in İzmir and Uludağ in Bursa offered three year ELT programs until 1982. With the Higher Education Law of 1981, a unified system of higher education was introduced and a coherent and interrelated pattern of institutional diversity was created (YÖK, 1996). All the language

education academies, teacher training institutes and vocational schools were converted into departments of Foreign Language Education within the new Faculties of Education (Bear, 1990). At present there are 16 ELT Departments in Turkish universities (YÖK, 1996).

### MA TEFL Programs in Turkey

In the years following the opening of new departments of foreign language education in already-existing universities in Turkey, individual universities began to offer Master's degrees in English Language Teaching. The first of the MA TEFL programs was started at METU (Middle East Technical University), and the first MA degrees were granted in 1981. Then Çukurova University opened the second MA program, but this was intended for staff development and was only open to the members of foreign language education departments. Thus MA programs in English Language Education are new on the educational scene in Turkey (Bear, 1990). Presently, graduates of the following departments are accepted to most of the MA TEFL programs in Turkey:

- a) Departments of Foreign Language Education,
- b) Departments of English and American Language and Literature
- c) The English medium Departments of Linguistics. (Bear, 1990, p. 25 )

The scope of this study will be limited to the examination of methodology courses which will be presented next.



### The Methodology Course in MA TEFL Programs

Presently, TEFL (Teaching of English as a Foreign Language), TESL (Teaching English as a Second Language) are among the most rapidly expanding areas of specialized teaching and training. The methodology course is considered as the primary vehicle for pedagogical instruction in the majority of TESL and TEFL programs (Grosse, 1991). In MA TEFL programs, worldwide, methodology instruction is presented under different course names such as: ESL theory and methods, Methodology of language teaching, Methods and materials for ESL/EFL, Methods and approaches in language teaching, and Approaches and methods and techniques in English language teaching (Kornhblum, 1989).

Richards and Crookes note that most of the MA programs, whether TESL or TEFL, attempt to achieve their goals through offering a balanced curriculum emphasizing both theory and practice, but theory usually wins out over practice. (Richards & Crookes, 1988). In an empirical study of TESL methodology courses conducted in United States (Grosse, 1991), it was revealed that there were gaps related to theories of language teaching and to use of technology in the classroom. It was also stated that excessive attention had been devoted to the coverage of individual methods that were rarely used, such as the Silent Way and Suggestopedia. In the majority of programs, the four language skills were covered separately rather than with an emphasis on how to promote the integration of skills in the classroom. Another weakness noted was the absence of readings from the broader field of education. This omission tended to

marginalize the language teaching profession and narrow the teachers' viewpoint (Grosse, 1991).

On the other hand, encouraging trends in TESL methodology courses were characterized as follows: there was a wide availability of choices in course assignments which accommodated the varied needs of individual teachers. Widespread use of teaching and reading journals indicated a new emphasis on the education of reflective teachers and a recognition of teachers' abilities to solve their own problems. The use of observations, tutoring and teaching assignments were considered important in the sense that they had brought the TESL methodology course closer to the realities of the classroom.

Today within the context of teacher education programs in Turkey various courses are offered to teacher trainees which are either theory or practice oriented or both. Some representative courses that are offered in the curriculum of MA TEFL programs cover the following subjects:

1. Approaches, Methods and Techniques in ELT,
2. Second Language Acquisition,
3. Linguistics,
4. Literature in Teaching of English,
5. Materials Development and Evaluation in ELT,
6. Sociolinguistics in Foreign Language Teaching,
7. Testing in Foreign Language Teaching,
8. Research seminar,

## 9. Practicum.

(The names of the courses were taken from the syllabi of METU, Hacettepe and Bilkent MA TEFL programs.)

Among these courses, the methodology course which is the central focus of this research study, plays an important role in providing prospective language teachers with pedagogical practices, theoretical underpinnings about the theory of language teaching and the formation of the knowledge base that is necessary for the practice of teaching.

### Methodology Course Design

In recent years, different definitions of the term methodology have emerged. Different perspectives on methodology will be offered following Rodgers' (1996) methodology interpretations that he gathered from various language teaching experts' opinions. For some language teaching experts, methodology means a focus on techniques for teaching the four basic skill areas of reading, writing, listening and speaking. For others, methodology means a focus on particular 'methods' (such as the Direct Method, Audiolingualism, Natural Approach). For still others, methodology means a focus on general principles of good language teaching, some of which are the principle of authenticity and the principle of giving students advance preparation, as these derive from research or observation. Finally 'methodology' may focus on shaping a beginning teacher's behavior on the model of experienced teachers.

Various interpretations of the term language teaching methodology lead to different methodology course contents which will be discussed from the perspectives of various language teaching experts in the following sections.

### Various Perspectives on Methodology Course Design

This section of the chapter will provide some ideas about the ideal components of a methodology course. Grosse (1990)'s empirical study of TESL methodology courses and his views are highlighted in this section.

#### What is the base of Methodology Course:

Grosse (1990) states that according to current trends in general teacher education, the methodology course should be based upon knowledge of what a teacher must know and do in order to be effective. One way of preparing effective language teachers is based on having a theory of effective language teaching. Richards (1994) suggests two approaches to the study of teaching from which theories of teaching as well as principles for teacher education programs can be developed. The first is the micro approach to the study of teaching, which is an analytical approach that deals with the observable characteristics of teaching. The micro approach involves looking at what the teacher does in the classroom. The second, is the macro approach which attempts to understand how the interactions between and among the teacher, learners and classroom tasks affect learning. (Richards, 1994).

In the micro approach, the study of teaching is broken down into discrete and trainable skills, such as setting up small group activities, using strategies for correcting pronunciation errors, using referential questions, monitoring time-on-task, explaining meanings of new words or organizing practice work. Training experiences that can be provided for the teacher trainees include the following: teaching assistantships, simulations, tutorials, workshops, micro teaching and case studies.

Activities in the macro perspective focus on clarifying the concepts and thinking processes that help teacher trainees arrive at significant instructional decisions. Learner experiences include the following: practice teaching, observation, self and peer observation, seminar and discussion activities. (Richards, 1994).

In short, being an effective language teacher can be taught to the student teacher by providing opportunities for trainees to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use. In order to help teacher trainees discover the skills and capacities of an effective language teacher, many education activities are proposed by different experts, these activities will be discussed next.

### Language Teacher Education Activities

Elise (1994) divides teacher education activities into two groups, one being experiential, the other being activities that raise awareness. Experiential



practices involve the teacher trainee in actual teaching where the teacher trainees are required to teach real students in real classrooms or in “simulated” practice in peer teaching. Awareness - raising practices are intended to develop the teacher trainees’ conscious understanding of the principles underlying language teaching or practical techniques that teachers use in different kinds of lessons. The practice of actual teaching can be improved by making teachers aware of the options open to them and the principles by which they can evaluate the alternatives (Ellis , 1994). Experiential practices and those that raise awareness may include the following activities: video or audio recordings of actual lessons, transcript of lessons, classroom teaching, peer teaching, micro teaching, readings, textbook materials, lesson plans and outlines, and case studies (Ellis, 1994).

In the research oriented approach to language teacher preparation some researchers, such as Long and Crookes (in Grosse, 1991), attempt to provide an empirical basis for teacher education through extensive observation, description and analysis of teaching (Pennington, 1994). Richards (1994) supports the idea of an extended period of classroom practice in order to learn how to apply teaching techniques in real settings.

For successful language teaching, both theoretical education and practical training are needed. If part of the preparation involves theory, the teacher trainees have a theoretical basis for thoroughly analyzing and evaluating the practical aspects of methods, materials and curriculum that underlie practice. Pennington states that the effectiveness of both the theoretical and practical

training aspects of teacher education programs can be increased by not maintaining the strict separation of these two components: theory and practice (Fullan, 1991; Pennington, 1994). Pennington (1994) and Fullan (1991) agree that training effective language teacher is not limited to theory, but also includes practice.

#### Raising Metacognitive Awareness of Teachers

Another perspective is given by Freeman (1989) concerning the content of the methodology course. He says the methodology course should lead to the metacognitive awareness of teacher trainees as to strategies for effective teaching. Freeman describes the important effect of awareness on the three bases of teaching - knowledge, skills and attitudes, calling it a vital aspect in the development of teachers and their 'internal monitoring system' that enables them to assess what works well in the classroom (Freeman, 1989, p.40).

Grosse (1991) compares Carrell's metacognitive awareness model in second language reading to the needs of the teacher. Carrell states that if the reader is not aware of his or her own limitations as a reader or of the complexity of the task at hand, then the reader can hardly be expected to take pervasive actions to anticipate or recover from problems (Grosse, 1991). When Carrell's model of cognitive awareness is applied to teaching, it becomes clear that classroom problems are unlikely to be anticipated, prevented, discovered or

solved if teachers do not perceive their limitations as teachers or sense the possibility of problems.

In order to help the teachers become aware of their knowledge, abilities and attitudes, Freeman (1989) advocates the use of reflective teaching in teacher education stating that it is another way of improving teacher practice. Barlett (1994) emphasizes that reflection is more than thinking. Reflection should also focus on a day-to-day classroom teaching of the individual teacher as well as on the instructional structures in which teacher and student work.

In the process of reflective teaching, journal writing is considered to have numerous benefits for teacher trainees and the course teachers. Journals provide opportunities for ongoing learning that most course assignments do not. They allow for a dialogue between the course teacher and the teacher trainees. Throughout the course, journal writing can promote autonomous learning and encourages student teachers to take responsibility for their own learning and to develop their own ideas. Furthermore, journal writing encourages student teachers to go beyond learning course content and into a more developmental approach toward learning, leading teacher trainees to make connections between course content and their own teaching. Journal writing leads the course teacher to gain more information about what the teacher trainees are ready to learn. The course teacher can use this information about learner concerns to restructure the methodology course content (Porter et al., 1994).

### Language Teaching Methods as part of a Methodology Course

One other common component of the methodology course is familiarizing the teacher trainees with different methods. The most striking feature of the history of language instruction is the diversity of methods that often contain their own particular sets of procedures or practices for teaching a language. For example, in various methods the use of the mother tongue in the foreign language classroom has been emphasized, banned, required and barely tolerated. The ability to speak the foreign language was once regarded as irrelevant. Then came the Direct Method that made speaking the primary aim of language instruction. This was followed by the Reading approach which claimed that the only language skill that could be taught was reading. Later the Audiolingual approach once again insisted on the primacy of speech. There have been similar changes in other elements of teaching such as teacher role, student role, vocabulary teaching and error correction. All of these methods, of course, have a common aim which is to create opportunities for learners to acquire the new language (Prator, 1991).

On the other hand, there have been a number of objections raised to methodology when it is conceived of as only the study of methods. Rodgers (1996) states three objections. The first suggests that 'designer methods' (such as Suggestopedia or the Direct Method) ignore micro- characteristics of individual teachers and students and macro - characteristics of classroom climate and social contexts in which learning and teaching are set. The second objection raised to

method-based instruction is its design as a 'top down' approach to learning and teaching which denies teacher effectiveness and learner inputs. The final objection is that many apparently unique methods become indistinguishable in classroom practice. Swaffer et al (1982) found that many of the distinctions used to contrast methods, particularly those based on classroom activities, did not exist in actual practice.

In recent years there has been a realization that past methodologies, in general, have been too narrowly based and more than one cornerstone is necessary for the development of a type of teaching which will be flexible enough to meet the varied language needs of language learners. The basic elements in any teaching situation are the teacher, the subject matter, the learner and the aims of the instruction. These elements are related to one another in a way which is very similar to the terms of an equation. As in any equation, the value of the first term- here it is the behavior of the teacher- should vary as different values are assigned to the other terms (Prator, 1991).

Another expert on language teaching Prabhu (1995), defines four components in language teaching methodology. Prabhu labels the components of methodology as an ideational component, an operational component, an ideological component and a management component. Methods can not be evaluated by themselves but must be evaluated in the context of the teacher, the learner and the aims of the instruction. Prator's four part equation example and Prabhu's four part model of language teaching methodology, parallel the

structure of the KILA model which will be used as a basis for analyzing methodology courses in MA TEFL programs in Turkey and will be discussed next.

### KILA Model of Instructional Design

The KILA model (Rodgers, 1996) was designed for use in describing curriculum programs in a variety of different subject areas. There is an assumption underlying the model that successful educational design requires a balance and integration of the four model elements - knowledge, instructional, learner and administrative considerations. It is used primarily as a descriptive schema in this study to show how each MA TEFL program can take into consideration knowledge, instructional, learner, and administrative considerations in the design of the methodology course(s) that they offer. It is beyond the scope of this study to determine to what degree the elements of the methodology courses described have balanced and/or integrated the various components of the methodology course(s); however, this model will serve as a framework for analysis and description.

In Rodgers' (1990) KILA model of instructional design, K stands for 'Knowledge Considerations', I stands for 'Instructional Considerations', L for 'Learner Considerations' and A for 'Administrative Considerations'. These will be briefly defined. '*K*' *Knowledge Considerations*: Knowledge considerations involve both the input and the output forms of instructional content including the derivation and organization of content (input) and the anticipated learner

outcomes whether they are skills, capacities, changed behaviors or appreciations (output). In short it is about what the learners are expected to know. “I”

*Instructional Considerations:* Instructional considerations consist of the factors that effect the design and delivery of instruction and reflect the input of teachers, resource people, content specialists and the other staff involved in the program.

Instructional considerations also cover programs, materials, technologies, educational environments, time and scheduling techniques, plans for reporting on learning progress to learners, teachers, sponsors and administrators. “L”

*Learner Considerations:* Learner considerations are related to ages, proficiency levels and developmental stages of the learners. Social background characteristics, world views and learning expectations, learners’ self perceptions and their prior learning experiences, preferred learning styles, strategies, environment and groupings of learners. Rodgers also emphasizes the importance of group size, homogeneity, and history. “A”

*Administrative Considerations:* Administrative considerations determine the style of educational delivery which are involved in the establishment, interpretation and implementation of any educational policy.

Administrative considerations involve all matters with which administrators are typically concerned. Rodgers explains that, for an ideal design, these four areas of consideration (Knowledge, Instructional, Learner, Administrative Considerations) are coordinated. Also he adds that in the non-ideal or typical design situations, one set of these considerations holds primacy over the others.

The methodology courses to be examined in this study will be described and classified in terms of the KILA model. That is, the study will attempt to determine the following: To what extent are the courses concerned with passing on content information, particularly theory and method descriptions? (Knowledge Considerations). To what extent are the courses concerned with demonstrating and practicing instructional techniques and use of technologies and materials? (Instructional Considerations). How are courses sensitive to specific background characteristics of MA TEFL learners' needs and as well as learners' interests. (Learner Characteristics). To what extent are the courses concerned with practicalities of institutional and classroom structuring, size, budget and management? (Administrative Considerations).

Grosse (1991) states that ideally the methodology course in teacher education programs is known to be a source of knowledge, experience and resources for student teachers to use in exploring and developing their own approach to teaching. In order to understand to what extent the idealization of methodology courses mentioned within this literature review of the study match the implementation of methodology courses, this research study will analyze MA TEFL program methodology courses in Turkey by searching for their knowledge, instructional, learner and administrative considerations.



## CHAPTER 3: METHODOLOGY

### Introduction

The purpose of this study was to examine the content, design and delivery of the methodology courses in MA TEFL programs of 11 universities in Turkey. These universities were the following: Anadolu, Bilkent, Boğaziçi, Çukurova, Dokuz-Eylül, EMU (Eastern Mediterranean University), Gaziantep, Gazi, Hacettepe, İstanbul, METU (Middle East Technical University). The specific research questions that were addressed were descriptive questions aiming to determine the goals, content, course requirements and instructional materials of the methodology course or courses that were offered during the MA TEFL program. As the research questions indicate, this research lent itself to a descriptive type of study. The study borrowed methods from a previous study conducted by Grosse (1991) where the TESOL (Teachers of English to Speakers of Other Languages) methodology courses were examined in terms of design and delivery in the United States and Dalkılıç's (1996) master's thesis which profiled the methodology courses offered to undergraduates at the ELT departments of the education faculties in Turkey.

### Subjects

This research study was a survey of the current MA TEFL methodology course or courses offered at 11 universities in Turkey. For the process of data collection, methodology course instructors and the directors of the

MA TEFL programs were the subjects of this study as well as five current MA TEFL program students from each of the 11 target universities. The students who answered the questions were chosen randomly. In total, the target population of subjects consisted of 11 methodology instructors and 11 program directors and 55 MA TEFL teacher trainees. It was preferred that the teacher trainees chosen as subjects for the administration of the questionnaires were those who were in the final two or three months of the MA TEFL program because it was believed that they could have a clear idea of the focus and content of the methodology course that they had already studied.

### Materials

Three different questionnaires were prepared for the MA TEFL methodology instructors, directors and the teacher trainees. Some of the questions in the questionnaire were adopted from the Grosse (1991) TESOL methodology course survey and some were constructed by the researcher. Questionnaires are shown in Appendix A, questionnaire for the program directors; Appendix B, questionnaire for the methodology instructors; Appendix C; questionnaire for the students. The number and types of the questions in the questionnaires are presented in Table 1.

**Table 1**  
**Number and Types of the Questions in Questionnaires**

Types of Questions	Questionnaires		
	<u>DQ</u>	<u>IQ</u>	<u>SQ</u>
Rank ordering	5	5	4
Multiple choice	3	6	3
Rating	1	3	2
Yes/No	2	3	2
Open-ended	1	3	3
Total	12	20	14

Note: DQ= Questionnaire prepared for directors,

IQ= Questionnaire prepared for instructors,

SQ= Questionnaire prepared for the students.

As can be seen in Table 1, the questionnaires prepared for the directors, instructors and students consisted of 12, 20 and 14 items respectively. The aim of the open-ended questions was to learn the opinions of the methodology course instructors, program directors and students about the methodology course at their

universities. The categorization of the questionnaire items are displayed in Table 2.

Table 2  
Categorization of Questionnaire Items

Category	Questionnaires		
	DQ Items	IQ Items	SQ Items
1. Background of the respondents	1	1,2	-
2. Length and duration of the methodology course	2	3	1
3. Aims of the methodology course	3	4	2
4. Methodology course design	4,9	5,10,13	3
5. Activities and materials	10	11,12,14, 15,16,17	8,9,10 11,12,13
6. Practicum component	5,6,7,8	6,7,8,9	4,5,6,7
7. Requirements of the methodology course	18	11	14
8. Effectiveness of the methodology course.	19	12	15

The items are distributed in eight categories according to their subject matter as shown in Table 2. These categories of questions were used to gain information about the different MA TEFL programs responses to knowledge , instructional, learner and administrative considerations, which are part of Rodgers' (1990) KILA Model and are explained in Chapter 2.

### Procedure

The aim of this study was to examine the content, delivery and design of the MA TEFL methodology course or courses to the extent possible through analysis of the structured questionnaires which were prepared according to the research questions of the study. The questionnaires were developed for the Program Directors, Methodology Instructors and students. Before the administration of the questionnaires, each questionnaire was piloted with an MA TEFL program director and three MA TEFL students in order to check the reliability and validity of the questionnaires and see if there were any problems in the instructions and wording of each item in the questionnaires.

After that, the required contacts were made with the universities either by telephone or through personal contacts in order to obtain the necessary permission to administer the questionnaires. To start the process of data collection, the researcher sent a cover letter explaining the aim of the study and requesting the course syllabi and general course description. A five-page questionnaire to the instructor of the MA TEFL methodology course was

included in this letter. Questionnaires similar to that prepared for methodology instructors were sent to the MA TEFL directors and students (teacher trainees) with the same cover letter in order to inform the respondents about the research study.

### Data Analysis

After the collection of the program descriptions, syllabi and questionnaires, the researcher aimed to compile information on methodology course goals, content, and course requirements. The data obtained on these subjects were put into descriptive categories such as: goals of the course; content (topics that were dealt with and the time allotted to each topic); course requirements (exams, papers, related activities, participation, materials development, teaching demonstrations, classroom observations, tutoring, teaching and assignments) which provided indirect information about which knowledge, skill, attitudes and awareness the methods instructors considered important and how they planned to develop them; required materials (texts or educational videotapes); the background of the methodology instructors; the length of the methodology courses in each of the MA TEFL programs; activities and materials; practicum component and finally the effectiveness of the methodology course. Data regarding these descriptive categories were then grouped in order to find similarities and differences concerning how the institutions deal with these topics.

Data were arrayed in tabular form by individual university as well as in summed and averaged form to give a general picture of the Turkish situation.

In the process of data analysis, the numbering system of the ranking questions in the questionnaires were changed to facilitate the computation of mean values. The questionnaires used '1' for primary goal, '2' for important goal, '3' for incidental goal and '0' for not a goal. During computation '0' was changed to '4' to give appropriate quantification of results.

## CHAPTER 4: DATA ANALYSIS

This study was conducted to answer the following question: What types of methodology instruction is being offered in the master's degree programs of English language education faculties of Turkish universities in terms of content, design and delivery?

Data were collected through questionnaires administered to three groups of respondents: the program director, one methodology instructor, and five master's degree students from each of the eleven MA TEFL programs in Turkey. Three types of questionnaires were prepared. One for the methodology instructor in order to obtain detailed information about the content of the methodology course or courses offered at each institution, one for the director to obtain information about the administrative considerations for the whole MA program with a special focus on methodology course or courses, one for the MA students in order learn their opinions about the methodology course or courses they have taken. The questionnaire designed for the directors consisted of 12 questions, for the instructors 20 questions and for the students 14 questions. All the respondents were given the same questions about the length and duration of the course, aims of the methodology course, topics covered in the methodology course, practicum component, materials and activities of the course and possible improvements of the methodology course. These three groups of respondents provided information from three different perspectives. Additionally the director and instructor questionnaires had questions about their background and their sense of learner expectations and learners' ideas. The items are categorized



according to Rodgers' KILA (Knowledge, Instructional, Learner, Administrative Considerations) Model of educational design. (For detailed information about the KILA Model see Chapter 2). The items concerning the objectives of the methodology course and the topics are considered as 'knowledge considerations'; highest degrees obtained by the directors and instructors, the experiences of the methodology instructors, course materials and activities as 'instructional considerations'; students' ideas about the improvement of the methodology course as 'learner considerations' and finally length of the course and student requirements as 'administrative considerations'. The questionnaire that was given to the methodology instructors was the most detailed of all requiring more information about the content of the course. In addition to the data collection process via questionnaires, the general program descriptions of the MA TEFL programs were collected, where available, to form an idea about the general design of the MA program and to see under what names methodology is offered in different university MA programs.

The questionnaires were administered in 11 universities to a total of 11 methodology course instructors, 11 MA TEFL program directors and 55 MA TEFL students. As mentioned above, this study covered all the universities in Turkey having MA TEFL programs. The names of the universities are given in Table 1 with a code for each university that will be used in the analysis of the questionnaires.

Table 3

Name of the universities

Code	Name of the Universities
Univ. 1:	Anadolu University
Univ. 2:	Bilkent University
Univ. 3:	Boğaziçi University
Univ. 4:	Çukurova University
Univ. 5:	Dokuz - Eylül University
Univ. 6:	Eastern Mediterranean University
Univ. 7:	Gaziantep University
Univ. 8:	Gazi University
Univ. 9:	Hacettepe University
Univ. 10:	İstanbul University
Univ. 11:	Middle East Technical University

Most of the questionnaires that were given or sent to the instructors or directors were returned; but seven of the student questionnaires were not returned. For all three questionnaires the total response rate was 90.9 %. Data were analyzed, frequencies were obtained for each item in the questionnaires and the means were calculated. The results of the analysis will be presented according to the categories of the items that were presented in Chapter 3. Categories include background of the respondents, length and duration of methodology course, aims of the methodology course, methodology course design, activities and materials, practicum component,

requirements of the methodology course and finally the perceived effectiveness of the methodology course.

### Analysis of the Questionnaires

In the questionnaires prepared for the three groups of respondents, there were eight questions which were identical. Since the numbers of the questions were different, items that are identical will be referred to by using three numbers and initials (e.g. in item D2 - I3 - S1), the first symbol refers to the directors' questionnaire, the second symbol refers to the instructors' questionnaire, the third refers to the students' questionnaire and the numbers show the identical questions in the three different questionnaires.

### Background Information about The Directors, Instructors and Students

The first two items that will be analyzed are particular to program directors and instructors. The first item to be analyzed (D1 - I1) is about the highest degree obtained by the directors and the instructors of the MA TEFL programs. The second one (I2) is about teaching experiences of the methodology instructors in MA TEFL programs.

Table 4

Highest Degree Obtained by the Directors of the MA TEFL Programs of the Relevant Universities

Universities	M.A.	Ph.D.
Anadolu University		X
Bilkent University		X
Boğaziçi University		X
Çukurova University		X
Dokuz Eylül University	X	
Eastern Mediterranean University		X
Gazi University		X
Gaziantep University		X
Hacettepe University		X
İstanbul University		X
Middle East Technical University		X

Note: 'X' indicates whether a director has an MA or Ph. D.

The directors of the MA TEFL directors were asked to state the highest degrees that they had obtained. According to the data obtained only one of the MA TEFL directors had an MA degree. The remaining 10 MA TEFL directors had Ph. degrees.

Table 5

Highest Degree Obtained by the Instructors of the MA TEFL Programs of the

Relevant Universities

Universities	M.A.	Ph.D.
Anadolu University		X
Bilkent University		X
Boğaziçi University		X
Çukurova University		X
Dokuz Eylül University	X	
Eastern Mediterranean University		X
Gazi University		X
Gaziantep University		X
Hacettepe University		X
İstanbul University		X
Middle East Technical University		X

Note: ‘X’ indicates whether the an instructor has MA or Ph. D.

The instructors were also asked about the highest degrees that they had obtained. Ten of the instructors also had a Ph.D and one of them had an MA degree. The highest degrees obtained by the instructors are displayed in Table 5.

All of the students who participated in this study were at the end of their first year in the MA TEFL programs so that they knew the content of the methodology course or courses in their master programs.

Teaching Experience of Methodology Instructors in MA TEFL Programs

The methodology instructors were asked to state their past experiences in teaching methodology or methodology related courses at the MA level. Table 6 shows the length of the their teaching experiences in MA TEFL programs.

Table 6

Teaching Experience of the Methodology Instructors in MATEFL programs

Universities	Less than 2 years	2 to 5 years	6 to 10 years	More than 10 years
Anadolu Uni.		X		
Bilkent Uni.		X		
Boğaziçi Uni.		X		
Çukurova Uni.		X		
Dokuz-Eylül U.			X	
Eastern Mediterranean Uni.		X		
Gazi Uni.		X		
Gaziantep Uni.		X		
Hacettepe Uni.		X		
İstanbul Uni.		X		
Middle East Technical Uni.			X	

Note: 'X' indicates the length of experience of the methodology instructors.

As can be seen in Table 6, all of the instructors have experience ranging from two to ten years. None of them have less than two years of experience. Two have experiences ranging between six to ten years.

Length and Duration of the Methodology Course in MA TEFL Programs

In items D2 - I3 - S1, respondents were asked to indicate the length of the methodology course in their MA TEFL programs.

Table 7

Length and Duration of the methodology course or courses

Universities	1 Semester	2 Semesters
Anadolu University		X
Bilkent University		X
Boğaziçi University		X
Çukurova University		X
Dokuz Eylül University		X
Eastern Mediterranean Uni.		X
Gazi University		X
Gaziantep University		X
Hacettepe University		X
İstanbul University		X
Middle East Technical University		X

Note: 'X' indicates the duration of the methodology course.

The result was the same for all the MA TEFL programs. The length of methodology instruction was two semesters. Tables 8 and 9 show the objectives for the methodology course.

Table 8 Objectives for the Methodology Course (Instructors, Directors and Students are included)

Objectives	Univ. 1 Anadolu U.	Univ. 2 Bilkent U.	Univ. 3 Bogaziçi U.	Univ. 4 Çukurova U.	Univ. 5 D.Eylul U.	Univ. 6 EMU	Univ. 7 Gazi U.	Univ. 8 Gaziantep U.	Univ. 9 Hacettepe U.	Univ. 10 Istanbul U.	Univ. 11 METU	Total Mean
	<u>M</u> (N=6)	<u>M</u> (N=7)	<u>M</u> (N=7)	<u>M</u> (N= 5)	<u>M</u> (N=5)	<u>M</u> (N=7)	<u>M</u> (N= 7)	<u>M</u> (N=5)	<u>M</u> (N=5)	<u>M</u> (N=7)	<u>M</u> (N=7)	
To identify, compare and contrast characteristics of EFL teaching methods.	1.5	1.14	2	1.8	1	1	1.42	2	1.2	1.2	1.2	1.4
To gain ability to assess the appropriateness of different methods in different situations and different learners.	1.66	2	1.57	2.4	1.6	1.6	1.85	1.57	0.95	1.85	0.57	1.6
To gain an understanding of the major issues and controversies in the field of foreign language pedagogy and their implications for classroom teaching.	1.33	2.14	1.57	1.8	1.6	1.6	1.85	1.6	0.57	1.57	1.2	1.47
To examine one's own learning process, assumptions, values, and attitudes towards teaching, learning, and language.	2.66	2.57	3	2.6	2.4	2.4	2	3	2.2	3	2.2	2.54
To examine and integrate past and present teaching and learning experiences.	2.16	2.14	3	3.4	2	2	3	2.14	2.2	3	2.2	2.47
To identify psychological and social characteristics of the adult second language learner which may affect his/her ability to learn to speak, read, or write a second language.	2.33	3.28	2.85	2.2	1.8	1.8	2.85	3.26	2.6	3	2.42	2.82
To learn techniques for teaching reading, writing, listening and speaking.	2	1.28	2	1.8	1.2	1.2	2.42	2	1.4	2.42	2.28	1.8
To understand and apply general principle of language teaching.	2.66	1.71	1.57	2.2	1.2	1.2	2.71	1.71	1.2	2.71	2.71	1.9

Note: 1=primary goal, 2=important goal, 3=incidental goal, 4=not a goal

'N' includes one methodology instructor and one director in each of the programs; but the number of the student respondents change from one university to another.



Table 9

Objectives for the Methodology Courses (Instructors and Directors are included)

Objectives	<u>Groups</u>	
	Dir (n=11)	Ins (n=11)
	<u>M</u>	<u>M</u>
To identify, compare and contrast characteristics of EFL teaching methods.	1.18	1.36
To gain ability to assess the appropriateness of different methods in different situations and different learners.	1.72	1.36
To gain an understanding of the main issues and controversies in the field of foreign language pedagogy and their implications for the classroom teaching.	1.63	1.27
To examine one's own learning process, assumptions, values, and attitudes towards teaching, learning and language.	1.9	1.72
To examine and integrate past and present teaching and learning experiences.	2.54	1.9
To identify psychological and social characteristics of the adult second language learner which may affect his/her ability to learn to speak, read, or write a second language.	2.45	2.36
To learn techniques for teaching reading, writing, listening and speaking.	1.54	2
To understand and apply general principles of language teaching.	1.9	2.27

Note: Ins=instructors, Dir=directors 1=primary goal, 2=important goal, 3=incidental goal, 4=not a goal  
'n' gives the total number of directors and instructors from 11 universities.

Objectives for the Methodology Course or Courses at MA TEFL

Table 8 displays the responses of the directors, instructors and the students to items D4-I3-S2, which investigated the opinions of the respondents about the most

important objectives for a methodology course at the MA level. Table 9 displays the methodology instructors' and the directors' opinions about methodology course objectives separately. The respondents were asked to rate the given options from one to four (1= primary goal, 2= important goal, 3= incidental goal, 4= not a goal).

When the overall mean values in Table 8 and the mean values of the directors and instructors in Table 9 are compared it can be seen that the mean value for the fourth and the sixth objectives are different in the two tables. Examining one's own learning process and attitudes towards teaching, learning and language is indicated as an incidental goal in Table 8; but as an important goal in Table 9 (by the instructors and the directors). Similarly, identifying psychological and social characteristics of the adult second language learner is seen as an incidental goal in Table 8; but it is indicated as an important goal in Table 9 (by the instructors and directors). All subjects agreed on the primary importance of the first three goals.

#### Topics Covered in the Methodology Course or Courses

In D4-I5-S3 the respondents were asked to state the topics covered in the methodology course or courses by evaluating each topic according to its importance within the methodology course or courses. The methodology instructors were asked to state the importance of the topics given in the questionnaire. The mean values of the responses for each topic from all three groups of respondents in each university are displayed in Table 10. Table 11 provides information about the responses of instructors and directors separately.

Table 10

Topics covered in the methodology course or courses.

	Univ. 1 Anadolu U.	Univ. 2 Bilkent U.	Univ. 3 Boğaziçi U.	Univ. 4 Çukurova U.	Univ. 5 D. Eylül U.	Univ. 6 EMU	Univ. 7 Gazi U.	Univ. 8 Gaziantep U.	Univ. 9 Hacettepe U.	Univ.10 İstanbul U.	Univ. 11 METU	
Topics	M (N=6)	M (N=7)	M (N=7)	M (N=5)	M (N=5)	M (N=7)	M (N=7)	M (N=7)	M (N=5)	M (N=7)	M (N=7)	Total M
Traditional & innovative methods	1.16	1.14	1.28	1.4	1.6	1.14	1	1.4	1.4	1	1	1.22
Theory of language learning	1.16	1.57	1.71	1	1.6	2	1.16	1	1	1.14	1	1.3
Writing	1.33	1.71	2.14	2.6	1.8	2.71	1.33	1.4	2.6	2.14	1.7	1.95
Reading	1.33	1.71	2.57	2.6	2.2	2.71	1	1.4	1.4	2.57	2.28	1.97
Speaking & Pronunciation	1.5	1.71	2.71	2.6	1.8	2.71	1	1.4	2.6	2.71	2	2.06
Grammar	1.33	1.85	2.71	2.8	1.8	2.71	1	1.4	2.8	1.85	2.1	2.03
Listening	1.33	1.71	2.71	2.6	2.2	2.71	1	1.4	1.4	2.71	2	1.97
Vocabulary	1.33	2.28	2.57	2.8	1.6	1	1	2.2	2.2	1	2.57	1.86
English for Specific Purposes	3.33	3.57	3.14	3	2.4	3.71	3.34	3.6	3.8	3	3	3.26
Integrating four skills	2.83	2.28	1.71	2.8	1.2	2.57	1	1.8	2.28	1.8	2.28	2.05

Note: 1=primary focus, 2=important but not primary, 3=occasional, 4=no focus

'N' includes one methodology instructor and one director in each of the programs; but the number of the student respondents change from one university to another.

Table 11

Topics Covered in the Methodology Courses (Directors and methodology instructors are included)

Topics	<u>Groups</u>	
	Dir (n=11)	Ins (n=11)
Traditional & innovative methods	1	1
Theory of language learning	1.09	1.63
Writing	1.8	1.72
Reading	1.8	1.72
Speaking & Pronunciation	1.63	1.8
Grammar	1.72	1.9
Listening	2	2.27
Vocabulary	2.09	2.27
English for specific purposes	2.9	2.54
Integrating four skills	2.18	2.18

Note: 1=primary focus, 2=important but not primary, 3=occasional, 4=no focus  
 'n' gives the total number of directors and instructors from 11 universities.

According to the mean values obtained, traditional and innovative methods had primary focus in all of the programs, Univ. 2, 3 and 5 considered the theory of language learning as an important topic whereas all the other programs considered it as a primary topic. The language skills, writing, reading, speaking and pronunciation,

listening and grammar had primary focus in Univ. 7 and 8 ; in Univ. 2 and 5 language skills had important focus; in Univ. 3, 4, 6, 10 they had occasional focus. Univ. 2, 6, 8, and 9 had no focus on English for specific purposes. Univ. 5 and 7 had primary focus on integrating the four skills; Univ. 3, 8, 9, 10 and 11 had important focus and Univ. 1, 4, 6 had occasional focus on this topic. As shown in Table 11, directors and instructors from all the universities had complete agreement about the importance of topics covered in the methodology course except language learning theory. Directors considered ‘theory of language learning’ as a primary focus; but the instructors considered it as an important but not a primary goal.

### Course Materials

Item I 12 - S 8 investigated the frequency of the use of different types of course materials in the methodology course or courses. The responses of the instructors and the students to this question are presented in Table 12. Table 13 displays the results only for methodology instructors.

Table 12

Course Materials (All respondents)

	Univ. 1	Univ. 2	Univ. 3	Univ. 4	Univ. 5	Univ. 6	Univ. 7	Univ. 8	Univ. 9	Univ. 10	Univ. 11		
	Anadolu U.	Bilkent U.	Boğaziçi U.	Çukurova U.	D.Eylül U.	EMU	Gazi U.	Gaziantep U.	Hacettepe U.	İstanbul U.	METU		
	<u>M</u> (N=4)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=4)	<u>M</u> (N=4)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=4)	<u>M</u> (N=6)	<u>M</u> (N=6)	Total Mean
Textbooks	3.2	1.16	1	1	2.5	2	3.16	1	2.25	1	2.16	1.9	
Realia	5	2.16	4	5	2	2.71	4.5	4.5	2.75	2.71	4.8	3.6	
Teacher made handouts	3.6	1.66	3.83	2.75	1.75	2.28	2.5	3.5	3.5	3.5	2.16	2.8	
Tape-recorder	4.8	3.66	4.33	5	3.5	3.71	4.83	4.33	3.75	3.71	3.16	4.07	
Over-head projector	4.8	2.16	4.66	4.25	3.75	2.42	4.66	4.75	4.75	2.42	2.66	3.75	
Video player	3.2	3.16	4.66	5	3.5	3.57	5	5	3.5	5	3.16	4.06	
Video camera	2.6	2.66	4.83	5	4.5	4.42	5	5	5	5	5	4.9	

Note: 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.

Note: The item relating to the course materials was only asked to the instructors and the students that's why N was lowered.

Table 13

Course Materials    (All instructors)

	<u>Group</u>
	Ins (n=11)
Materials	<u>M</u>
Textbooks	1.72
Realia	3.18
Teacher made handouts	2.72
Tape-recorder	3.63
Over-head projector	2.9
Video player	3
Video camera	4.36

Note: 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.  
‘n’ gives total number of instructors from 11 universities.

The frequency of the use of textbooks was ‘always’ in Univ. 2, 3, 4, 8 and 10; usually in Univ. 6, 9, 11; sometimes in Univ. 1, 5 and 7. The use of realia and teacher-made handouts was far less frequent than the use of textbooks in all of the universities. The other course materials mentioned in the questionnaire item

concerned technical equipment. The use of technical equipment was indicated as very rare and almost never in most of the universities except Univ. 2.

Table 13 displays instructors ideas about course materials. The frequency of the use of realia, over-head projector and video player is stated as 'sometimes' by the instructors; but in Table 12 they are stated as 'rare'. This shows that instructors feel that technology is used more often than students indicate.

#### Course Activities

In the item I 11 - S 9 the respondents were asked to rate the frequency of the use of specific types of activities in the methodology course or courses. Responses for each university are presented in Table 14. The item relating to course activities was only found in instructor and student questionnaires. Table 15 provides only instructor answers apart from the student answers.



Table 14

Course Activities (All respondents)

	Univ. 1 Anadolu U.	Univ. 2 Bilkent U.	Univ. 3 Boğaziçi U.	Univ. 4 Çukurova U.	Univ. 5 Dokuz Eylül U.	Univ. 6 EMU	Univ. 7 Gazi U.	Univ. 8 Gaziantep U.	Univ. 9 Hacettepe U.	Univ. 10 İstanbul U. U.	Univ. 11 METU	Total Mean
Activities	<u>M</u> (N=4)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=4)	<u>M</u> (N=4)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=6)	<u>M</u> (N=6)	
Lectures	4.6	2.66	2.33	3.75	1	3.28	3	4.6	2.25	3	2.5	2.9
Group discussions	1.2	2	1.83	1.25	3	2.14	1.5	1.2	1	2.14	1.83	1.73
Workshops	4.6	3.16	4.5	4.25	3	2.42	4.5	4.5	3.5	2.42	2.66	3.59
Assignments	1.4	1.5	1.83	2.25	2.5	1	1	1	1.5	1	1.16	1.46
Demonstrations by guest lecturers	4.8	2.83	4.66	4.75	3.5	4.57	3	3	4	3	2.5	3.69
Microteaching	2.2	1.66	4.16	4.2	3.75	1.14	4.2	5	2.25	4.2	2.83	3.23

Note. 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.

Note: The item relating to the course activities was asked only to the instructors and the students that's why N was lowered.

Table 15

Course Activities

Activities	Group
	Ins(n=11)
	<u>M</u>
Lectures	2.5
Group discussions	1.45
Workshops	2.63
Assignments	2.18
Demonstrations by guest lecturers	3.9
Microteaching	2.54

Note. 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.  
'n' gives total number of respondents from 11 universities.

According to the mean values obtained, lectures were always used in Univ. 5, usually in Univ. 3 and 9; sometimes in Univ. 2, 6, 7 and 10; rarely in Univ. 4 and 11; never in Univ. 1 and 8. Workshops were almost never held in all the universities except in Univ. 5, 6, 10 and 11 where they were sometimes used. The frequency of assignments was quite high in all the universities. Microteaching demonstrations were always used in Univ. 6; usually in Univ. 1, 2, 9; sometimes in Univ. 11; rarely

in Univ. 3, 4, 5, 7, 8 and 10; never in Univ. 8. The rank order of the use of course activities are as follows: assignments, group discussions, lectures, microteaching and workshops.

According to what the instructors stated (see Table 15) lectures were sometimes held, group discussions and assignments were frequently used with mean scores of 1.45 and 2.18 respectively. The instructors indicated that workshops and microteaching were sometimes held in their universities. Students felt that microteaching and workshops were less frequently used than did instructors, instructors felt that assignments were used less than did students. There was general agreement on the other items between the two respondent groups.

#### Course Requirements for the Methodology Course or Courses

The item about the course requirements was only asked to directors and instructors. Table 16 indicates course requirements for all the universities.

Table 16

Course Requirements

	Univ. 1 Anadolu U.	Univ. 2 Bilkent U.	Univ. 3 Boğaziçi U.	Univ. 4 Çukurova U.	Univ. 5 Dokuz Eylül U.	Univ. 6 EMU	Univ. 7 Gazi U.	Univ. 8 Gaziantep U.	Univ. 9 Hacettepe U.	Univ. 10 İstanbul U. U.	Univ. 11 METU	Total Mean
Requirements	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	<u>M</u> (N=2)	
Observation of master teachers	4	1	1	3.5	3.5	4	4	4	4	4	4	3.31
Presentation of reports	2	1	1	1	1.5	1.5	1.5	1.5	1	1	1	1.27
Classroom-based research projects	2	1	1	1	1.5	2.5	1	1	1	1.5	1.5	1.36
Microteaching demonstrations	1	1	4	4	4	1	3	1	1	2.5	1.5	2.18
Summary of articles on methods	2	1	1	3	2	2	2	1.5	1.5	1.5	1.5	1.72
videotape(s) of student demos	1.5	1	4	4	4	4	4	4	4	4	4	3.5

Note. 1=primary 2=important 3=occasional 4=not a requirement

The item relating to course requirements were only asked to instructors and directors.

Observation of master teachers was a requirement in none of the universities except Bilkent University. Presentation of reports, class based research projects, summary of articles on methods were indicated requirements in every university. Videotaping of student demos was one of the requirements at Univ. 1, 2 and 10. Microteaching was part of the requirements at Univ. 1, 2, 6, 8, 9, 10 and 11. The rank order of the requirements were as follows: presentation of reports, classroom - based research projects, summary of articles on methods, microteaching demonstrations, observation of master teachers, videotapes of student demos.

#### Improving Methodology Course

In D12- I19- S15 the respondents were asked to rate given items which might improve the effectiveness of the methodology course or courses according to their importance by giving 1 to the primary needs, 2 to important needs, 3 to possible needs and 4 to the items which were not needed. The results are displayed in Tables 17 and 18. Table 17 covers answers of all the three groups of the respondents. Table 18 displays directors' and instructors' opinions separately.

Table 17

Improving the Effectiveness of the Methodology Course

	Univ. 1	Univ. 2	Univ. 3	Univ. 4	Univ. 5	Univ. 6	Univ. 7	Univ. 8	Univ. 9	Univ. 10	Univ. 11	
	Anadolu U.	Bilkent U.	Boğaziçi U.	Çukurova U.	Dokuz Eylül U.	EMU	Gazi U.	Gaziantep U.	Hacettepe U.	İstanbul U.	METU	
Possibilities	<u>M</u> (N=6)	<u>M</u> (N=7)	<u>M</u> (N=7)	<u>M</u> (N=5)	<u>M</u> (N=5)	<u>M</u> (N=7)	<u>M</u> (N=7)	<u>M</u> (N=7)	<u>M</u> (N=5)	<u>M</u> (N=7)	<u>M</u> (N=7)	Total M
Improve teaching materials	2.83	2.57	1.57	2.8	1.6	1.85	1	1.57	1.6	1.57	2.28	1.9
More observation of skilled teachers	2.16	2.42	2	2.4	1.4	1.28	2	3.42	2.4	2	2.42	2.1
Greater emphasis on solving classroom problems	1.33	2.42	1.42	1	1.6	2.42	2.42	2.42	1.8	1.42	2.14	1.85
Less emphasis on history of methodology	2.33	3.71	2	2.2	2.8	3.42	2.71	2.71	3.2	3.71	2.14	2.81
More video taping	1.5	2.85	2.28	3.8	1.6	2	2.85	2	2.6	2.42	2.14	2.36
More practice on adapting methods to particular situations	1.5	2.42	1.57	1.6	1.2	2.28	1	2.42	1.5	1.57	2.42	1.77
More emphasis on having teachers develop a personalized style of methodology	2.16	2.14	1.71	2	1.6	2.28	1.14	2.14	3	1.71	1.85	1.97
More emphasis on methods particularly appropriate for academic preparation	2.66	2.42	1.85	2.4	2.2	2.57	1.42	1.42	3.8	1.85	2.57	2.28

Note. 1=primary need, 2=important need, 3=possible need, 4=not needed.

Note: 'N' includes directors', instructors' and students' responses.

Table 18

Improving the Effectiveness of the Methodology Courses

	<u>Groups</u>	
	Dir(n=11)	Ins(n=11)
Possibilities	<u>M</u>	<u>M</u>
Improve teaching materials	2.45	1.45
More observation of skilled teachers	1.72	2.36
Greater emphasis on solving classroom problems	1.45	1.63
Less emphasis on history of methodology	2.72	2.81
More videotaping of students	1.9	2.54
More practice on adapting methods to particular situations	1.45	1.72
More emphasis on having teachers develop a personalized style of methodology	1.63	2.18
More emphasis on methods particularly appropriate for academic preparation.	2.45	2.18

Note. 1=primary need, 2=important need, 3=possible need, 4=not needed.  
 'n' shows the total number of directors and instructors from 11 universities.

According to the directors', instructors' and students' answers, improving teaching materials was a primary need in Univ. 7; an important need in Univ. 3, 5, 6, 8, 9, 10 and 11; a possible need in Univ. 1, 2, and 4. Observation of skilled teachers was a primary need in Univ. 5 and 6; an important need in Univ. 1, 2, 3, 4, 7, 9, 10 and 11; a possible need in Univ. 8. Giving greater emphasis to solving classroom problems was a primary need in Univ. 1, 3, 4 and 10; and an important need in the rest of the universities. Giving less emphasis to the history of methodology was an

important need in Univ. 1, 3, 4 and 11; a possible need in Univ. 5, 6, 7, 8, 9 and 10; and not needed in Univ. 2. Video-taping was an important need in Univ. 1, 3, 5, 6, 8, 10 and 11; a possible need in Univ. 2, 7 and 9; not needed in Univ. 4. Having more practice on adapting methods to particular situations was a primary need in Univ. 5 and 7; and an important need in the rest of the universities. Giving more emphasis to having teachers develop a personalized style of methodology was a primary need in Univ. 7; a possible need in Univ. 9 and an important need in the rest of the universities. The last item which is giving more emphasis to methods especially for academic preparation was a primary need in Univ. 7 and 8; an important need in Univ. 2, 3, 4, 5 and 10; a possible need in Univ. 1, 6 and 11; and not needed in Univ. 9. As it is indicated in Table 18, there are significant differences between directors' and instructors' views on improving the methodology course. For example improving teaching materials are considered as an important need by the directors and a primary need by the instructors with mean values of 2.45 and 1.45 respectively.

According to the total mean values displayed in Table 17, the rank order for items related to the improvement of the methodology courses are as follows: more practice on adapting methods to particular situations, greater emphasis on solving classroom problems, improve teaching materials, more emphasis on having teachers develop a personalized style of methodology, more observation of skilled teachers, more emphasis on methods particularly appropriate for academic preparation, more videotaping and finally less emphasis on the history of methodology.



### Texts

In order to find out which textbooks were used in each MA TEFL program for the methodology course, directors, instructors and students were asked to indicate the name of the textbooks they used in items D10 - I14 - S10. The text books that the universities use for the methodology instruction are displayed in Table 19.

Table 19

Textbooks Used for the Methodology Course or Courses at different Universities

	Univ. 1 Anadolu U.	Univ. 2 Bilkent U.	Univ. 3 Boğaziçi U.	Univ. 4 Çukurova U.	Univ. 5 D.Eylül U.	Univ. 6 EMU	Univ. 7 Gazi U.	Univ. 8 Gaziantep U.	Univ. 9 Hacettepe U.	Univ.10 İstanbul U.	Univ. 11 METU	Total
Allwright, D. & Bailey, ( ) K. Focus on language classroom.						X						1
An introduction to classroom research and language teachers.												
Brown, H.D. (1994). <u>Principles of language teaching.</u>										X		1
Celce-Murcia, M. (1991). <u>Teaching English as a foreign language.</u>			X									1
Chastain, K. (1976). <u>Developing second language skills.</u>										X		1
Doff, A. (1988). <u>Teach English- a training course for teachers.</u>							X		X			2
Johnson, K. & Morrow, K. (1987). <u>Communication in the classroom.</u>	X					X						2
Landmarks of American Language and Linguistics.												
Larsen-Freeman, D. (1986). <u>Techniques and principles in language teaching.</u>			X	X								2
Littlewood, W. ( ). <u>Communicative language teaching.</u>						X						1
Long, M & Richards, J.C. (1987). <u>Methodology in TESOL.</u>										X		1
McDonough, J. (1986). <u>Psychology in foreign language classrooms.</u>						X						1
McDonough, J. & Shaw, C. (1993). <u>Materials and methods in ELT.</u>						X						1
Nunan, D. (1991). <u>Language teaching methodology.</u>						X						1
Oller, J. W. & Richard-Amato, P. ( ). <u>Methods that work.</u>					X							1
Richards & Rodgers (1986). <u>Approaches and methods in language teaching.</u>	X	X	X			X	X		X	X	X	9
Richards, J.C. (1994). <u>Reflective teaching in SL classrooms</u>					X							1
Stern ( ). <u>Fundamental concepts of language teaching.</u>									X			1

As shown in Table 19, the respondents noted 16 different texts that were used for their methodology course. Most of the texts deal almost exclusively with specific language teaching methodologies, some deal with theory of language and specific methodologies such as reflective teaching. The most frequently used text was Approaches and Methods by Richards and Rodgers (1990) (it is used by nine universities) followed by Techniques and Principles in Language Teaching by Diane Larsen Freeman (1986) (it is used by two universities), Communication in the Classroom by Johnson and Morrow (1987) (two universities), Teach English- A Training Course for Teachers by Doff (1988) (two universities).

## CHAPTER 5: CONCLUSION

In this chapter the procedures used for collecting and analyzing data for this study are summarized, the general results of the findings are discussed with respect to KILA model and the limitations of the study are presented. As a final step, possibilities for further research and pedagogical and institutional implications of the study are presented.

### Summary of the Study

The main aim of this study was to examine the methodology related courses offered at the 11 MA TEFL programs in Turkey and to gain information about the design, content and the delivery of the methodology courses in the current MA TEFL programs in Turkey in order to contribute to the betterment of language education in Turkey. For the purpose of finding answers to the research questions of the study, three different questionnaires were prepared and administered to the directors, methodology instructors and the current students at the 11 MA TEFL programs. The questionnaires consisted of the same questions except that the directors and the instructors had items relating to their qualifications and years of experience in teaching methodology (For detailed information about the categorization of the questionnaire items see Chapter 3). In order to find out the place of the methodology course within the general description of the MA TEFL programs, some of the MA TEFL program descriptions were examined. These descriptions were available from the following universities: Anadolu, Bilkent, Çukurova, Hacettepe, Gazi, İstanbul, EMU (Eastern Mediterranean University), METU (Middle East Technical University).

For yes/no items frequencies were found and for the remaining items the means of the items were calculated and the results of the findings were presented in Chapter 4. This chapter interprets the data and the results of the questionnaires are compared with the review of literature in order to draw some conclusions and offer some suggestions.

### Summary of the Findings

In this section of the chapter, the findings will be discussed according to the categories in the KILA Model which are knowledge, instructional, learner and administrative considerations.

- Objectives of the methodology course and topics covered within the courses provided the study with 'knowledge considerations;
- Highest degrees obtained by the directors and instructors, course materials, activities and practicum component provided the study with 'instructional considerations;
- Students' ideas about the methodology course and their backgrounds with 'learner considerations';
- Length of the course and student requirements provided the study with 'administrative considerations'.

### Knowledge Considerations

Objectives of the methodology courses and the topics covered in these courses constitute the knowledge considerations in the methodology course of the MA TEFL programs.

### Objectives of the Methodology Course or Courses

Recent studies of language teaching methodology reveal that there are many interpretations of the term 'methodology'. Not surprisingly, it is difficult to determine precisely the aim or aims of the methodology course or courses at each MA TEFL program. It appeared in the study that some programs deal with methodology centrally and some integratively. The objectives that were indicated as primary goals were the following: 1) identifying, comparing and contrasting the characteristics of EFL language teaching methods 2) learning techniques for teaching reading, writing, listening and speaking, 3) understanding of the major issues and controversies in the field of foreign language pedagogy and their implications for classroom teaching, 4) understanding and applying the general principles of language teaching. These goals parallel some of the alternative interpretations of methodology cited in Chapter 2. That is; the first objective which covers 'method comparisons' parallels the view of Richards and Rodgers (1986). Objective number two 'Techniques for teaching the four skill areas' is the focus of methodology as defined by Cohen (1990). 'Application of general principles' supports Brown's (1994) notion as to the proper focus of methodology. In sum, actual courses incorporate multiple senses of methodology in their content.

### Topics Covered in the Methodology Course or Courses

The data shows that the methodology course or courses in all of the 11 programs concentrate primarily on three areas which are a) Traditional and innovative methods, b) The theory of language learning and c) Separate coverage of the four skills with some interpretation of the four skills. The instructors responses show that

specific methods receive the greatest amount of attention and time in the methodology course. It was also found that Richards and Rodgers (1989) *Approaches and Methods in Language Teaching* is used as a course book in nine of the programs for the purpose of dealing with traditional and innovative methods. Tables 10 and 11 show that more attention is given to individual skills than to integration of skills. The methodology instructor of the one program states in the questionnaire that their program has a focus on the separate coverage of different skills in the BA but not in the MA program. One course includes developing awareness of one's personal theories of teaching and learning.

For all the universities the sequence of the content in the methodology course starts with the treatment of specific methodologies and theories of language learning and in the second semester continues with the separate coverage of the four skills and occasionally, integrating the four skills. As additional topics for the methodology course, three universities add testing, materials development and teaching and learning English through radio, television and computers. These results emphasize that each teaching situation is unique in itself but shares some common elements concerning directors, instructors and learners. Aydelott (1997) states that the field of language teaching is beginning to concentrate on EAP (English for Academic Purposes) and ESP (English for Specific Purposes) so teachers may need to be educated on these specialized topics in the MA TEFL programs. However none of the programs report dealing with EAP or ESP.

### Instructional Considerations

The background of the directors and instructors, course materials, activities and information about the practicum component form the instructional considerations in each MA TEFL methodology course.

### Background of the Respondents

The researcher believed that background of the respondents played an important role in the instructional considerations of an MA program in the sense that directors and the instructors form the human resource component of the programs who effect the design and delivery of instruction. The results of the questionnaires revealed that both the directors and the methodology instructors of all of the 11 MA TEFL program have a Doctoral degree except for one methodology instructor and director who have MA degrees. Concerning the teaching experiences in MA level methodology courses, the data obtained from the questionnaires and from the personal interviews by the researcher indicate that all the instructors have experience of between two to ten years. According to what some of the methodology instructors and directors wrote, it is the MA TEFL departments preference to delegate particular courses to those with the appropriate expertise. This gives an opportunity for the instructors to improve themselves within one area and become a specialist in that area.

### Course Materials

There are striking similarities between the course content and the content of the most frequently used textbooks. The texts used reflect the knowledge base for the content of the methodology course. The two most frequently used textbooks deal



with specific language teaching methodologies (Larsen-Freeman, 1986; Richards and Rodgers, 1986). The rest of the textbooks primarily are concerned with the theory and practice of language teaching and approaches to teaching the four language skills. As a general finding, textbooks are used for the methodology course; but the frequency of the use of the textbooks changes from one program to another.

Realia is almost never used. At two universities teacher-made handouts are used. The use of extra readings and handouts might reflect the instructor's desire to provide updated materials and a broader range of course content than can be provided by a single text. The use of the tape-recorder and the over-head projector are found to be rare. Only one university reports frequent use of the over-head projector; the rest use it quite rarely. All the respondents, except one, report that they use educational videotapes in their methodology classes. The most common videotape used is the USIS (United States Information Service) Larsen- Freeman videotape. Only one university uses videotape to record students' teaching for observation and critique. In general, the use of technical equipment is quite rare. In this era when language teaching is drawing increasingly on CALL (Computer Assisted Language Learning) and other technologies, graduates of MA TEFL programs, perhaps, need more focus on how to use technology in the classroom (Aydelott, 1997).

### Course Activities

The responses to questions asking about the course materials and activities provided the study with key information concerning instructional considerations of the methodology course. Three universities state that they have no guest lectures and/or demonstrations by guests; but the rest of the programs have lectures from guest

speakers occasionally. Guest demonstrations were the most frequently used activities according to means of all respondents. Peer teaching or the demonstration of a particular method or technique is not widely used in the MA TEFL programs. The respondents from the same universities gave contradictory answers to the frequency of use of microteaching. The most common used course activities are: assignments and group discussions.

It is known that in the BA ELT programs in Turkey students do not have the chance to make use of microteaching sessions because of crowded classes (Dalkılıç, 1996). The MA classes which are never as crowded as the undergraduate classes, might provide a good opportunity for the learners to have microteaching sessions. Also it should be kept in mind that most students applying for the MA TEFL programs in Turkey do not have any teaching experience at all. Microteaching sessions might help them better prepare themselves for their future careers.

According to the data obtained, workshops are rarely used; but assignments and group discussions are frequent. In the interviews, one university instructor reported assigning a descriptive or an argumentative essay which must contrast two methods and discuss the application of those methods to particular teaching situations. Another instructor reported assigning a reaction paper to a particular topic or theme based on course readings and lectures, and another reports assigning a reflective report about the teaching and learning experiences of the students.

### Practicum Component

Grosse (1991) states that a number of people in the language teaching profession feel that the practical teaching component is more appropriate for the practicum course far than the methodology course since they believe the methodology course should be restricted to teaching the theoretical perspectives of methods and various approaches to teaching the four basic skills. For others, the methods course seems the right place to put new ideas, skills and attitudes into practice. This study revealed that most of the MA TEFL programs in Turkey do not have a practice teaching in the methodology courses. Only one university has a practicum component that is offered for one semester. The methodology instructor in that university states that the methodology course and the practicum course complement each other in the sense that the practicum course provides a ground for translating the theoretical issues discussed in the methodology course into practice. Three universities stated that they have practicum component in the undergraduate level but, they do not have such a course in the graduate level

### Learner Considerations

Asking for students' opinions about the methodology course content and their needs and background of the students provided information on learner considerations which play an important role in designing the content, design and delivery of the methodology course. As a part of the learner considerations, personalization of the methodology course will be discussed under a separate title.

### Students' Needs and Opinions

According to the directors, students' opinions and needs are always taken into consideration in three universities; are usually taken into consideration in six universities and sometimes taken into consideration in two universities in designing the methodology course.

### Background of the Students

Learners enter MA TEFL with a variety of backgrounds. They come with undergraduate degrees in English language teaching, English language literature, Linguistics, English language translation and interpretation and sometimes come from fields completely unrelated to language or education. Thus the MA TEFL program can not assume much in the way of 'common knowledge' amongst its students. Similarly some university programs in Turkey prefer students who have recently completed undergraduate programs in their own university (e.g. Bogaziçi) whereas others accept students after they have been teaching for some period of time (e.g. Bilkent). The methodology instructor from one university states that she gives a course named 'Class Management' which is based on the difficulties that the students have in their particular teaching situations. However, some of the students have no experience in teaching at also she wonders if the course has been helpful to them or not. In this respect, a critical administrative question arises for most of the universities which is how to serve MA candidates with widely different backgrounds.

### Personalization of Methodology Instruction

There has been considerable emphasis in current ELT decisions about teacher reflection, personalization of methodology, recognition of diverse teaching styles and flexibility in adapting methodological views to new situations. These are perspectives which speak to the unique styles of learners and teachers and MA TEFL students are a bit of both. As the data indicates these themes have not yet found a significant place in most MA TEFL programs in Turkey.

### Administrative Considerations

Length of the methodology course and course requirements in this course and course evaluation are held to be administrative considerations in the methodology courses of each MA TEFL program. Differences between the director and instructor views are also dealt with under administrative considerations.

### Length and Duration of the Methodology Course or Courses

The main problem in determining the length of the methodology course or courses is that methodology is given under different names such as 'Language Teaching Techniques' or 'Approaches, Methods and Techniques in ELT' (for detailed information see Appendix A). After confirming which courses related to methodology in their programs, the directors and the instructors were asked for the length of the methodology course. All the MA TEFL programs in Turkey devote two semesters to methodology in some form. The instructors from seven of the programs

state that the methodology course offered in the first semester is more theory-based and in the second semester it is more skill-based.

### **Course Requirements**

Course requirements indirectly provided information about what knowledge, skills, attitudes, and awareness the methodology instructors consider important and how they planned to develop them. The most common requirements are the presentation of reports, classroom-based research projects, summary of articles on methods and exams. Among these common requirements there is little place for observation of experienced teachers that will help the teachers arrive at some significant instructional decisions regarding their own teaching. It is hard to find a blend of both the theoretical education and practical training in every university which is emphasized for successful teacher education by Pennington (1994) and Fullan (1991).

### **Differences Between Directors' and Instructors' Views**

It might be beneficial for the administrators to know that in the analysis of the questionnaires, it was found out that there are significant differences between the directors' and instructors' views in various subjects. For example; gaining ability to assess the appropriateness of different methods in different situations was considered as an important goal by the directors and a primary goal by the instructors. Another example is about the theory of learning which was considered as a primary topic by the directors but an important topic by the instructors.

Throughout the study, Rodgers' KILA Model of instructional design was used as a framework to indicate the findings of the research and suggest a way to program designers or evaluators an alternative for examining educational units.

### Effectiveness of the Methodology Course

Respondents agree that course improvement is needed in six areas: a) teaching materials, b) more observation of skilled teachers, c) greater emphasis on solving classroom problems d) less emphasis on history of methodology, e) more practice on adapting methods to particular situations, f) more emphasis on having teachers develop a personalized style of methodology. Student and staff suggestions are similar in these issues. One student stated that the methodology course in the MA program should not only make students aware of different methodologies used in TEFL; but also provide the ability to choose the most appropriate method depending on the level, needs and aims of the students. The students from all of the programs except one agree that the methodology course contains too much theory and they want a methodology course which is more practice oriented. Administrators were more in line with students than with instructors in these issues.

The respondents to the survey provided valuable information about the content of the MA TEFL methodology courses, their goals, requirements, instructional materials, and common problems as well as some suggestions for change. According to what some of the instructors and students noted, there is little homogeneity among the students in that some are recent B.A. graduates who have not taught anywhere while others have experience in teaching and are still teaching. In this case it is rather difficult to meet in one course the needs of these two different student groups. At one

university the problem of homogeneity is solved by only accepting university teachers having at least two years of experience.

### **Limitations of the Study**

The data were collected for this study by administering questionnaires, conducting interviews with some of the respondents if follow-ups were needed and by obtaining the general course descriptions from each of the MA TEFL programs in order to understand under which names methodology instruction is given. This data collection procedure would have been improved if it had been possible to obtain course syllabi from all programs. Course syllabi might provide the study with more detailed information about the course content, course requirements, required readings, grading criteria, course goals, and prerequisite requirements for students. As well, observation of the methodology courses in different universities would have provided the study with invaluable information on presentational style and would have indicated how fine a match there was between course description and course realization.

### **Further Research**

In this study only the methodology course in MA TEFL programs in Turkey was investigated. Further research might investigate the impact of the methodology course on teacher/students' beliefs, their teaching and learning and investigate how the methodology instructors themselves perceive the value of the course. In addition, MA TEFL programs might be investigated as a whole considering other courses



offered in the program and how these courses were interrelated with the methodology courses.

### Pedagogical / Institutional Implications

It is hoped that by describing and analyzing the current content, delivery and design of the methodology courses at MA TEFL programs in Turkey, participating universities and those now considering the development of a methodology course at the MA level can see more clearly the available options for the design of the methodology courses. Universities may be encouraged to establish partnerships and communication networks might be formed between the programs for the betterment of the language teaching profession in Turkey.

Weaknesses and gaps reported almost universally in methodology courses should encourage course designers to find ways to overcome these shortcomings. MA TEFL students have rarely been surveyed to assess their reaction to their graduate programs. Their responses provide valuable insights into course value as perceived from the students' perspective.

In this thesis the results of a survey of the methodology courses at 11 MA TEFL programs in Turkey are presented by considering the knowledge, instructional, learner and administrative considerations (Rodgers' KILA model) of these courses. The information provided in the survey consisted of the methodology course goals, course subject matter, requirements and length of the course, instructional materials, and course activities. With all these data in hand it is hoped that the study will help in identifying the possible avenues for development and change in MA TEFL programs in Turkey.

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## Appendix A

## QUESTIONNAIRE TO THE DIRECTORS OF MATEFL PROGRAMS

Dear Director,

This questionnaire is designed to obtain information about the teaching of methodology in the MA TEFL program of your institution. We hope that you will answer the following questions with care. Your responses and identity will be kept confidential.

Thank you for your kind cooperation.

***Please answer the following according to your current position.***

University: \_\_\_\_\_

Faculty: \_\_\_\_\_

Department: \_\_\_\_\_

Position: \_\_\_\_\_

1. Indicate your qualifications by circling any of the following.

***(Please circle the appropriate answer)***

a) B.A.      b) M.A.      c) Ph.D.      d) Other ***(Please explain)*** \_\_\_\_\_

2. In the MA TEFL program of your institution, how many semesters are the students required to take methodology course?

***(Please circle the appropriate answer.)***

a) 1 semester

b) 2 semesters

c) more than two semesters

3. In your institution what are the most important objectives for the MA TEFL methodology course?

*( Evaluate each item on its own and choose the appropriate number.*

*If the item is primary goal = 1*

*important goal = 2*

*incidental goal = 3*

*not a goal = 0 )*

- \_\_\_\_\_ Identify, compare, and contrast characteristics of EFL teaching methods based on different models of language teaching and apply such knowledge to an increased understanding of personal teaching practice.
- \_\_\_\_\_ Gain ability to assess the appropriateness of different methods in different situations and for different learners.
- \_\_\_\_\_ Gain an understanding of the major issues and controversies in the field of foreign language pedagogy and their implications for classroom teaching.
- \_\_\_\_\_ Examine one's own learning process, assumptions, values, and attitudes towards teaching, learning, and language.
- \_\_\_\_\_ Examine and integrate past and present teaching and learning experiences.
- \_\_\_\_\_ Identify psychological and social characteristics of the adult second language learner which may affect his/her ability to learn to speak, read, or write a second language.
- \_\_\_\_\_ To learn techniques for teaching reading, writing, listening and speaking.
- \_\_\_\_\_ To understand and apply general principle of language teaching.

4. Please state the topics covered in methodology course in the MA TEFL program of your institution. (*Evaluate each item on its own and choose the appropriate number.*

*If the item is primary focus* = 1

*important but not primary focus* = 2

*occasional focus* = 3

*no focus* = 0

\_\_\_\_\_ Traditional and innovative methods

\_\_\_\_\_ Theory of language learning

\_\_\_\_\_ Writing

\_\_\_\_\_ Reading

\_\_\_\_\_ Speaking & pronunciation

\_\_\_\_\_ Grammar

\_\_\_\_\_ Listening

\_\_\_\_\_ Vocabulary

\_\_\_\_\_ English for specific purposes

\_\_\_\_\_ Integrating the four skills

\_\_\_\_\_ Other ( Please specify ) \_\_\_\_\_

5. Do you have a practicum component in the MA TEFL program of your institution?

(*Please circle the appropriate answer.*)

a) Yes

b) No

(*If your answer to the previous question is 'yes', then answer questions number 6 and 7 ; If your answer is 'no' then skip to question number 8. )*



6. Please state the length of the practicum course in the MA TEFL program of your institution. *(Please circle the appropriate answer.)*

- a) Less than one month
- b) 1 month
- c) 1 semester
- d) 2 semesters
- e) more than 2 semesters

7. What does the practicum consist of in MA TEFL program of your institution?

*( Evaluate each item on its own and choose the appropriate number.*

*If the item is the primary focus = 1*

*important focus = 2*

*incidental focus = 3*

*no focus = 0*

\_\_\_\_\_ observation of other's classes

\_\_\_\_\_ micro-teaching

\_\_\_\_\_ student teaching

\_\_\_\_\_ Other (please specify) \_\_\_\_\_.

8. Who designs the methodology course(s) in MA TEFL program in your institution?

*(Please circle the appropriate answer.)*

- a) Administrators
- b) A committee of instructors
- c) Each instructor decides individually
- d) Other ( Please explain )

9. Please read the following sentence and circle the right scale that is valid for you.

- 1 = *always*
- 2 = *usually*
- 3 = *sometimes*
- 4 = *rarely*
- 5 = *never*

-Students' opinions and needs are taken	1	2	3	4	5
into consideration in designing the					
methodology course in MA TEFL program					
in our institution.					

10. Which textbook(s) is (are) used in the methodology course?

\_\_\_\_\_

11. What are the student requirements for the methodology course ?

*(Evaluate each item on its own and choose the appropriate number.*

- If requirements listed below is primary = 1*
- important = 2*
- occasional = 3*
- not a requirement =0*

- \_\_\_ observation of master teachers
- \_\_\_ presentation of reports
- \_\_\_ classroom-based research projects
- \_\_\_ microteaching demonstration(s)
- \_\_\_ summary of articles on methods
- \_\_\_ videotape(s) of student demos
- \_\_\_ other ( please specify ) \_\_\_\_\_

12. What could be done to improve the effectiveness of methodology course in MA TEFL programs? *(Evaluate each item on its own and choose the appropriate number. If the item is primary need = 1*

*important need = 2*

*possible need = 3*

*not needed = 0*

- \_\_\_\_\_ improve teaching materials
- \_\_\_\_\_ more observation of the skilled teachers
- \_\_\_\_\_ greater emphasis on solving classroom problems
- \_\_\_\_\_ less emphasis on history of methods
- \_\_\_\_\_ more videotaping of students for feedback
- \_\_\_\_\_ more practice on adapting methods to particular situations
- \_\_\_\_\_ more emphasis on having teachers develop a personalised style of methodology
- \_\_\_\_\_ more emphasis on methods particularly appropriate for academic preparation
- \_\_\_\_\_ other ( please specify ) \_\_\_\_\_

*Please state if you have any comments on the methodology course of your institution that you would like to add.*

Would you like to receive a summary of the results of this survey?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Appendix B  
QUESTIONNAIRE TO THE METHODOLOGY INSTRUCTORS OF MA TEFL  
PROGRAMS

Dear Instructor,

This questionnaire is designed to obtain information about the methodology course (or courses) at the MA TEFL program of your institution. In that regard, this questionnaire is for a research project which is being carried out as a part of my course in research seminar at MA TEFL program at Bilkent University. Therefore your cooperation will be much appreciated.

I hope that you will answer the following questions with care. All responses will be kept confidential. Any information identifying the respondent will not be disclosed under any circumstances. Since I am interested in comparing the content of various MA TEFL approaches to methodology, I would appreciate receiving a copy of the syllabi of methodology course (or courses) and the syllabi of any courses with a focus on methodology.

Thank you very much for participating and answering the questions.

***Please answer the following according to your current position.***

University: \_\_\_\_\_

Faculty: \_\_\_\_\_

Department: \_\_\_\_\_

Position: \_\_\_\_\_

1. Indicate your highest degree obtained by circling any of the following.

***(Please circle the appropriate answer.)***

a) B.A.      b) M.A.      c) Ph.D.      d) Other (Please explain) \_\_\_\_\_

2. How long have you been teaching methodology in MA TEFL program?

***(Please circle the appropriate answer.)***

a) less than 2 years

b) 2 to 5 years

c) 6 to 10 years

d) More than 10 years

3. In the MA TEFL program of your institution, how many semesters are the students required to take methodology course? *(Please circle the appropriate answer.)*

- a) 1 semester
- b) 2 semesters
- c) more than two semesters

4. In your institution what are the most important objectives for the MA TEFL methodology course?

*( Evaluate each item on its own and choose the appropriate number.*

*If the item is a primary goal = 1*

*important goal = 2*

*incidental goal = 3*

*not a goal = 0 )*

\_\_\_\_\_ To identify, compare, and contrast characteristics of EFL teaching methods based on different models of language teaching.

\_\_\_\_\_ To gain ability to assess the appropriateness of different methods in different situations and different learners.

\_\_\_\_\_ To gain an understanding of the major issues and controversies in the field of foreign language pedagogy and their implications for classroom teaching.

\_\_\_\_\_ To examine one's own learning process, assumptions, values, and attitudes towards teaching, learning, and language.

\_\_\_\_\_ To examine and integrate past and present teaching and learning experiences.

\_\_\_\_\_ To identify psychological and social characteristics of the adult second language learner which may affect his/her ability to learn to speak, read, or write a second language.

\_\_\_\_\_ To learn techniques for teaching reading, writing, listening and speaking.

\_\_\_\_\_ To understand and apply general principles of language teaching.



7. What does the practicum course consist of in MA TEFL program of your institution?

*( Evaluate each item on its own and choose the appropriate number.*

*If the item is the primary focus = 1*

*important focus =2*

*incidental focus =3*

*no focus =0*

\_\_\_\_\_ observation of other's classes

\_\_\_\_\_ micro-teaching

\_\_\_\_\_ student teaching

\_\_\_\_\_ Other (please specify) \_\_\_\_\_.

8. Please state the length of the practicum course in your institution. *(Please circle the appropriate answer.)*

a) Less than one month

b) 1 month

c) 1 semester

d) 2 semesters

e) more than 2 semesters

9. Please identify the setting (s) where the students do their practice teaching.

*(Please circle the appropriate answer.)*

a) At the university that they are doing their MA TEFL

b) Other universities

c) Other ( Please explain ) \_\_\_\_\_

**10.** Who designs the methodology course(s) in the MA TEFL program in your institution? *(Please circle the appropriate answer.)*

- a) Administrators
- b) A committee of instructors
- c) Each instructor decides individually
- d) Other ( Please explain ) \_\_\_\_\_

**11.** How often are the following used in the methodology course of your program?

*( Please circle ) 1= always*

*2= usually*

*3 = sometimes*

*4 = rarely*

*5 = never*

Lectures	1	2	3	4	5
Group discussions	1	2	3	4	5
Workshops	1	2	3	4	5
Assignments	1	2	3	4	5
Demonstrations by guest lecturers	1	2	3	4	5
Microteaching	1	2	3	4	5
Pair work	1	2	3	4	5
Other ( Please explain )	1	2	3	4	5

\_\_\_\_\_



12. How often are the following used in the methodology course in the MA TEFL program of your institution? ( *Please circle* ) *1 = always*

- 2 = usually*
- 3 = sometimes*
- 4 = rarely*
- 5 = never*

Textbooks	1	2	3	4	5
Realia	1	2	3	4	5
Teacher made handouts	1	2	3	4	5
Tape - recorders	1	2	3	4	5
Over - head projectors	1	2	3	4	5
Video - player	1	2	3	4	5
Video - camera	1	2	3	4	5
Computers	1	2	3	4	5
Other ( Please explain )	1	2	3	4	5

13. Please read the following sentence and circle the right scale that is valid for you.

- 1 = always*
- 2 = usually*
- 3 = sometimes*
- 4 = rarely*

-Students' opinions and needs are taken	1	2	3	4	5
into consideration in designing the					
methodology course in MA TEFL program					
in our institution each time it is taught.					

14. Which textbook(s) is (are) used in the methodology course?

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15. Which educational videotapes do you use for the methodology course, if any?

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16. Are the students videotaped in the methodology course for observation and critique?

*(Please circle the appropriate answer.)*

a) Yes                      b) No

17. Who views and critiques the videotapes of the students? (*Please state below.*)

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18. What are the student requirements for the methodology course ?

*(Evaluate each item on its own and choose the appropriate number.)*

*If requirements listed below is primary                      = 1*

*important                      = 2*

*occasional                      = 3*

*not a requirement = 0*

\_\_\_\_ observation of master teachers

\_\_\_\_ presentation of reports

\_\_\_\_ classroom-based research projects

\_\_\_\_ microteaching demonstration(s)

\_\_\_\_ summary of articles on methods

\_\_\_\_ videotape(s) of student demos

\_\_\_\_ other ( please specify ) \_\_\_\_\_

19. What could be done to improve the effectiveness of methodology course in MA TEFL programs? ( Evaluate each item on its own and choose the appropriate number. If primary need = 1

important need= 2

possible need = 3

not needed = 0

- \_\_\_\_\_ improved teaching materials
- \_\_\_\_\_ more observation of skilled teachers
- \_\_\_\_\_ greater emphasis on solving classroom problems
- \_\_\_\_\_ less emphasis on history of methods
- \_\_\_\_\_ more videotaping of students for feedback
- \_\_\_\_\_ more practice on adapting methods to particular situations
- \_\_\_\_\_ more emphasis on having teachers develop a personalised style of methodology
- \_\_\_\_\_ more emphasis on methods particularly appropriate for academic preparation
- \_\_\_\_\_ other ( please specify ) \_\_\_\_\_

*Please state if you have any comments on your methodology course that you would like to add.*

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Would you like to receive a summary of the results of this survey?

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

## Appendix C

## QUESTIONNAIRE TO THE STUDENTS OF MA TEFL PROGRAMS

Dear Colleague,

This questionnaire is designed to obtain information about the methodology course (or courses) in the MA TEFL program of your institution. I hope that you will answer the following questions with care. Your responses and identity will be kept confidential.

Thank you for your kind cooperation.

***Where are you studying for your MA TEFL degree? Please state;***

University: \_\_\_\_\_

Faculty: \_\_\_\_\_

Department: \_\_\_\_\_

1. In your institution, how many semesters are the students required to take methodology

course? ***(Please circle the appropriate answer.)***

- a) less than 1 semester
- b) 1 semester
- c) 2 semesters
- d) 3 semesters
- e) more than 3 semesters

2.. In your opinion what are the most important objectives of your current methodology course?

*(Evaluate each item on its own and choose the appropriate number.*

*If the item is the primary goal = 1*

*important goal = 2*

*incidental goal = 3*

*not a goal = 0 )*

\_\_\_\_\_ Identify, compare, and contrast characteristics of EFL teaching methods based on different models of language teaching and apply such knowledge to an increased understanding of personal teaching practice.

\_\_\_\_\_ Gain ability to assess the appropriateness of different methods in different situations and for different learners.

\_\_\_\_\_ Gain an understanding of the major issues and controversies in the field of foreign language pedagogy and their implications for classroom teaching.

\_\_\_\_\_ Examine one's own learning process, assumptions, values, and attitudes towards teaching, learning, and language.

\_\_\_\_\_ Examine and integrate past and present teaching and learning experiences.

\_\_\_\_\_ Identify psychological and social characteristics of the adult second language learner which may affect his/her ability to learn to speak, read, or write a second language.

\_\_\_\_\_ To learn techniques for teaching reading, writing, listening and speaking.

\_\_\_\_\_ To understand and apply general principle of language teaching.

3. Please state the topics covered in your current MA TEFL methodology course.

*(Evaluate each item on its own and choose the appropriate number.*

*If the item is primary focus put =1*

*important but not primary focus = 2*

*occasional focus = 3*

*no focus = 0*

- \_\_\_\_\_ Traditional and innovative methods
- \_\_\_\_\_ Theory of language learning
- \_\_\_\_\_ Writing
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Speaking & pronunciation
- \_\_\_\_\_ Grammar
- \_\_\_\_\_ Listening
- \_\_\_\_\_ Vocabulary
- \_\_\_\_\_ English for specific purposes
- \_\_\_\_\_ Integrating the four skills
- \_\_\_\_\_ Other (please specify)\_\_\_\_\_.

4. Do you have a practicum ( practice teaching ) component in your program?

*(Circle the appropriate answer.)*

- a) Yes                      b) No

*(If your answer to the previous question is 'yes', then answer questions number 5, 6 and 7, If your answer is 'no' then skip to question number 8. )*

5. Please state the length of the practicum course in your MA TEFL program?

*(Please circle the appropriate item.)*

- a) Less than one month
- b) 1 month
- c) 1 semester
- d) 2 semesters
- e) more than 2 semesters

6. What does the practicum course consist of in MA TEFL program of your institution?

*(Evaluate each item on its own and choose the appropriate number.*

*If it is the primary focus put = 1*

*important focus = 2*

*incidental focus = 3*

*no focus = 0 )*

\_\_\_\_\_ observation of other's classes

\_\_\_\_\_ micro-teaching

\_\_\_\_\_ student teaching

\_\_\_\_\_ Other (please specify) \_\_\_\_\_.

7. Please identify the setting(s) where you perform your practice teaching.

*(Please circle the appropriate answer.)*

a) At the university where you study for the MA TEFL

b) At other universities

c) Other ( Please explain )

\_\_\_\_\_

8. How often are the following used in the methodology course in MA TEFL program of your institution? ( *Please circle* ) 1 = *always*

2 = *usually*

3 = *sometimes*

4 = *rarely*

5 = *never*

Textbooks	1	2	3	4	5
Realia	1	2	3	4	5
Teacher made handouts	1	2	3	4	5
Tape - recorders	1	2	3	4	5
Over - head projectors	1	2	3	4	5
Video - player	1	2	3	4	5
Video - camera	1	2	3	4	5
Computers	1	2	3	4	5
Other ( Please explain )	1	2	3	4	5

9. How often are the following included in the methodology course of your program?

( *Please circle* ) 1 = *always*

2 = *usually*

3 = *sometimes*

4 = *rarely*

5 = *never*

Lectures	1	2	3	4	5
Group discussions	1	2	3	4	5
Workshops	1	2	3	4	5
Assignments	1	2	3	4	5
Demonstrations by guest lecturers	1	2	3	4	5
Microteaching	1	2	3	4	5
Other ( Please explain )	1	2	3	4	5

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10. Which textbook(s) is (are) used in the methodology course?

---

11. Which educational videotapes do you use for the methodology course, if any?

---

12. Are the students videotaped in the methodology course for observation and critique?

a) Yes                      b) No

13. Who views and critiques the videotapes students (teacher trainees)?

*( Please state below. )*

---

14. What are the student requirements for the methodology course ?

*(Please put a tick to all the applicable answers.)*

\_\_\_ observation of master teachers

\_\_\_ presentation of reports

\_\_\_ classroom-based research projects

\_\_\_ microteaching demonstration(s)

\_\_\_ summary of articles on methods

\_\_\_ videotape(s) of student demos

\_\_\_ other ( please specify ) \_\_\_\_\_

15. What could be done to improve the effectiveness of the methodology course in MA TEFL programs? ( *Evaluate each item on its own and choose the appropriate number. If primary need put = 1*

*important need* = 2

*possible need* = 3

*not needed* = 0

- \_\_\_\_\_ improve teaching materials
- \_\_\_\_\_ more observation of skilled teachers
- \_\_\_\_\_ greater emphasis on solving classroom problems
- \_\_\_\_\_ less emphasis on history of methods
- \_\_\_\_\_ more videotaping of students for feedback
- \_\_\_\_\_ more practice on adapting methods to particular situations
- \_\_\_\_\_ more emphasis on having teachers develop a personalised style of methodology
- \_\_\_\_\_ more emphasis on methods particularly appropriate for academic preparation
- \_\_\_\_\_ other ( please specify ) \_\_\_\_\_

*Please state if you have any comments on your methodology course that you would like to add.*

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## Appendix D

### SOME OF THE METHODOLOGY COURSE NAMES IN DIFFERENT UNIVERSITIES AND THEIR DESCRIPTIONS

#### Anadolu University

ELT Methodology (first semester)

New Trends in ELT (second semester)

#### Bilkent University

EFL Methodology I (first semester)

The first course in methodology is a thorough introduction to the current trends in English language teaching. The course is designed to familiarize students with the historical developments of the current trends and with theoretical and practical aspects of major foreign language teaching methods, issues that are crucial to the success of English language instruction. Demonstrations of methods will be provided both from the instructor and some guest lecturers.

EFL Methodology II (second semester)

This course deals with practical classroom issues. The focus is on basic individual language skills and various approaches to teaching them. Practical classroom suggestions are discussed, demonstrations are given by the students.

#### Çukurova University

Language Learning Theories and Language Teaching Methodology (first semester)

Material Evaluation and Development in English Language Teaching (second semester)

### Hacettepe University

#### Methods and Approaches in Language Teaching (first semester)

Analysing and studying the traditional and modern language teaching methods and analyzing their application in various countries.

#### Contrastive Methods in Teaching English (second semester)

To study the traditional and modern language teaching approaches and methods contrastively and to evaluate the related studies in this field.

#### Language Skills and Foreign Language Teaching (second semester)

To study and evaluate the techniques and the methods used in the teaching and improving of the basic skills in foreign language teaching.

### Gazi University

#### Teaching Language Skills (first semester)

Teaching the four basic skills in accordance with the teaching methods.

#### Materials and Program Development (second semester)

This course aims to work on materials and program development by determining a certain student population according to the interests of the master students.

#### Language Teaching Techniques (second semester)

The course aims to review the language teaching methods and the new trends in the area of language teaching.

### Ystanbul University:

#### Language Teaching Methods

Middle East Technical University

Approaches, Methods and Techniques in ELT I (required course / first semester)

Examining major approaches to, methods and techniques of English language teaching; studying linguistic and psychological theories behind them; practical applications on techniques for teaching various language skills, specifically listening and speaking.

Approaches, Methods and Techniques in ELT II (required course / second semester)

A continuation of ELT I, practical work on English language teaching by focusing on the techniques in teaching grammar, vocabulary, reading and writing; discussion and evaluation of applications of approaches, methods and techniques.

Eastern Mediterranean University

Methodology of TEFL I and II (required courses)

The two courses are designed to introduce the theory and practice of Teaching English as a Foreign Language. They provide an analysis and discussion of the major approaches and methods used in English Language Teaching in their historical context. The courses focus on the awareness of student needs, classroom strategies, and the use of the technical aids to study; and examine the relation of teacher and the teaching field to purposes of secondary education, curriculum construction, teaching methods, and the formulation and design of the effective instruction